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AUTHOR Maddox, Kathryn; And Others
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ABSTRACT

An overview is presented of a program that utilizes the abilities of a team of university professors to improve curriculum, build a staff development program, and establish diagnostic/prescriptive reading and mathematics programs in a junior high school. The school is in the inner city of Charleston, West Virginia, and its population is comprised of lower income students. Four professors, chairmen of the university's mathematics, English, social studies, and science departments, visited and worked with the staff on a regular basis for two years. A description is given of a model for staff inservice programs developed cooperatively by the university and the school. The staff improvement project is under the direction of the Teacher Corps which serves as a linking agent between the university and the school. (JD)

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"IMPACT OF THE UNIVERSITY ON IMPROVING THE QUALITY OF EDUCATION IN A SECONDARY SCHOOL SETTING"

Presented To

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION CONFERENCE

Detroit, Michigan
February 18, 1981

By The

Kanawha County/West Virginia University
Teacher Corps Project
200 Elizabeth Street
Charleston, WV 25302

Kathryn Maddox - Project Director

William Monahan - Dean of West Virginia University

Marsha Carey - Principal, Roosevelt Junior High School

and

James Steffensen, Associate Director
National Teacher Corps
Washington, D.C. 20202

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PART I

TITLE: "Impact of the University on Improving the Quality of Education in a Secondary School Setting"

FORMAT: Panel Presentation

DESCRIPTION OF SESSION: A cross-discipline team of university professors have worked for two years with the staff of Roosevelt Junior High School resulting in curriculum changes, a building level staff development program, and in establishing diagnostic/prescriptive reading and mathematics programs.

PRESENTORS:

Chairperson

Dr. James Steffensen, Associate Director
Program Development
National Teacher Corps
Donahoe Building
400 Sixth Street, S.W.
Washington, D.C. 20202

Panel Members -

Kathryn Maddox, Director
Kanawha County Schools/West Virginia University
Teacher Corps Project
200 Elizabeth Street
Charleston, WV 25311

Dr. William Monahan, Dean
College of Human Resources and Education
West Virginia University
802 FTA Allen Hall
Morgantown, WV 26506

Dr. Marsha Carey, Principal
Roosevelt Junior High School
Ruffner Avenue
Charleston, WV 25311

SESSION ORGANIZER:

Kathryn Maddox, Director
Kanawha County Schools/West Virginia University
Teacher Corps Project
200 Elizabeth Street
Charleston, WV 25311
PHONE: (304) 345-1517

PART II

TITLE: "Impact of the University on Improving the Quality of Education in a Secondary School Setting"

AUTHOR: Kathryn Maddox and Panel: Dr. James Steffensen, Chairman
Dr. Marsha Carey
Dr. William Monahan

ABSTRACT:

Dr. James Steffensen, Associate Director of Program Development for National Teacher Corps, will present an overview of the goals of National Teacher Corps to improve educational opportunities for students from low income families and to improve the quality of teacher training. This introduction will set the tone for the coordination of the LEA and IHE in this presentation.

How much impact can an institution of higher learning make on improving the quality of education and improving the climate of a secondary school over a two year period of time?

Tremendous!

The Kanawha County Schools/West Virginia University cooperative Teacher Corps Project, now in its third year of operation, can document significant changes in teacher attitude, student attitude, student achievement and curriculum changes which have impacted Roosevelt Junior High School, an inner city school in the heart of Charleston, West Virginia.

The dean of West Virginia University will present statistical data using overhead transparencies to share the dramatic results of this improvement.

Four professors, chairmen of the Mathematics, English, Social Studies, and Science departments of the College of Human Resources and Education, have visited and worked with the staff of Roosevelt Junior High School on a regular basis for two years. The travel distance of 180 miles (one way) has created some logistical problems, but has not dampened the enthusiasm of the professors or the staff in this joint venture.

The principal of Roosevelt Junior High School, Dr. Marsha Carey, will tell about the many changes which have taken place in her school, and about some of the problems and resistance in the process.

The teachers are taking part in staff development programs and independent studies to improve their teaching. With the assistance of the university staff, changes in scheduling have allowed common planning time for teachers in the departments of mathematics, language arts, and science.

The entire school is participating in a reading improvement program. A unique feature is that the university professors have helped to initiate a twenty minute reading time every day for students, teachers, custodians, cooks and everyone in the school. The parents and community are equally enthusiastic about the "Hooked on Books" program.

Collaborative planning has also resulted in the initiation of a diagnostic/prescriptive mathematics laboratory at the junior high school. Teachers have planned the laboratory,

established criteria for selecting students, and are setting up the evaluation model with university professors serving as sounding boards for their ideas and serving as facilitators in the planning process. Micro-computers are also being implemented in the math lab. The project director will share ways the university and school system are sharing in this innovation and learning from each other.

Because of the Teacher Corps Project, a greater emphasis has been placed on incorporating education that is multicultural into the total curriculum of the school. As a result, a new course has been implemented into the university curriculum and a special week-long school/community multicultural program has been initiated.

Rationale for university professors working in new and creative ways with the school system,with other agencies and with the community will be highlighted in the panel discussion by the presentors.

The different approach modeled by the university in this Teacher Corps Project has had tremendous payoffs.

Many teachers already have their masters degree. They are looking for ways to improve their teaching and to renew their enthusiasm for working with students. Through staff development programs - designed at the building level - where a support system is established - the chances for success and for making an impact on improving the quality of education is greatly enhanced.

Everyone succeeds! Everyone is a winner! The students gain in achievement and attitude. The teachers gain pride in themselves and their school, and the university professors are brought to the reality of the classroom and to the teachers in the field where they can become more humanized and sensitized to the strengths and weaknesses of our education system.

Now the university staff can more realistically relate theory to practice and can give the guidance, wisdom, and understanding to help improve the quality of education for all.

KANAWHA COUNTY/WEST VIRGINIA UNIVERSITY

YOUTH ADVOCACY TEACHER CORPS PROJECT (1978 - 1983)

Model for Staff Development

Development of a model for responsive inservice necessitates awareness of the factors which the several agencies involved consider important. LEA staff need inservice which coordinates with their daily instruction. It must be practical, immediately usable, and addressed to specific needs which the staff itself has indicated. IHE is in a position of expertise and is one source to provide the support necessary to help LEA resolve its dilemmas. IHE also has a need to broaden its base of interaction with LEA in order to sustain the programs developed when enrollment was higher. A primary problem is the fostering of connections between IHE and LEA, that is, the creation of a link between them which will become an integral part of both LEA and IHE.

Teacher Corps is an outside agency which establishes this link. By its mandates of improved educational opportunities and improved climate, not to mention the creation of links which will survive the project, Teacher Corps is positioned to bring people together. A project has several potential emphases. One is the creation of networks of support which will address specified current problems. Another is injection into LEA and IHE of innovations which it, the project, considers valuable. A project's identity, then, will be a union of these networks which draw on LEA, IHE, the community, and outside resources to

solve perceived problems.

The project has its own priorities as a clearinghouse for innovation. Based on its knowledge of participants, the project can implement novel ideas to aid in recognition or remediation of needs which participants do not see. This aspect of Teacher Corps focuses on the ideal states which participants may desire. An outside agency, involved but objective, can detail such needs and act to support remediation.

Based upon these considerations, the Kanawha County/ West Virginia University project has devised the following steps to achieve the networks.

1) The project goals and objectives define the boundaries of innovation.

2) From these definitions, the project needs assessment measures teachers' ability and priority of the project's possible innovations.

3) The needs assessment data is amplified by a visit by IHE subject specialists to the department of the project schools. The departments consulted are English, Social Studies, Mathematics, and Science.

4) The specialists discuss problems with the department faculty and offer suggestions.

5) The suggestions and the needs assessment data are compiled to outline the primary concerns of faculty.

6) From the compilation, the specialists prepare a list

of possible inservice topics which are then sent to the faculties for review, emendation, or addition.

7) The specialists visit the schools again to discuss the revised topic list and determine their priority.

8) Delivery of the inservice entails further visits by specialists, on topics and on dates mutually agreed upon by the participants.

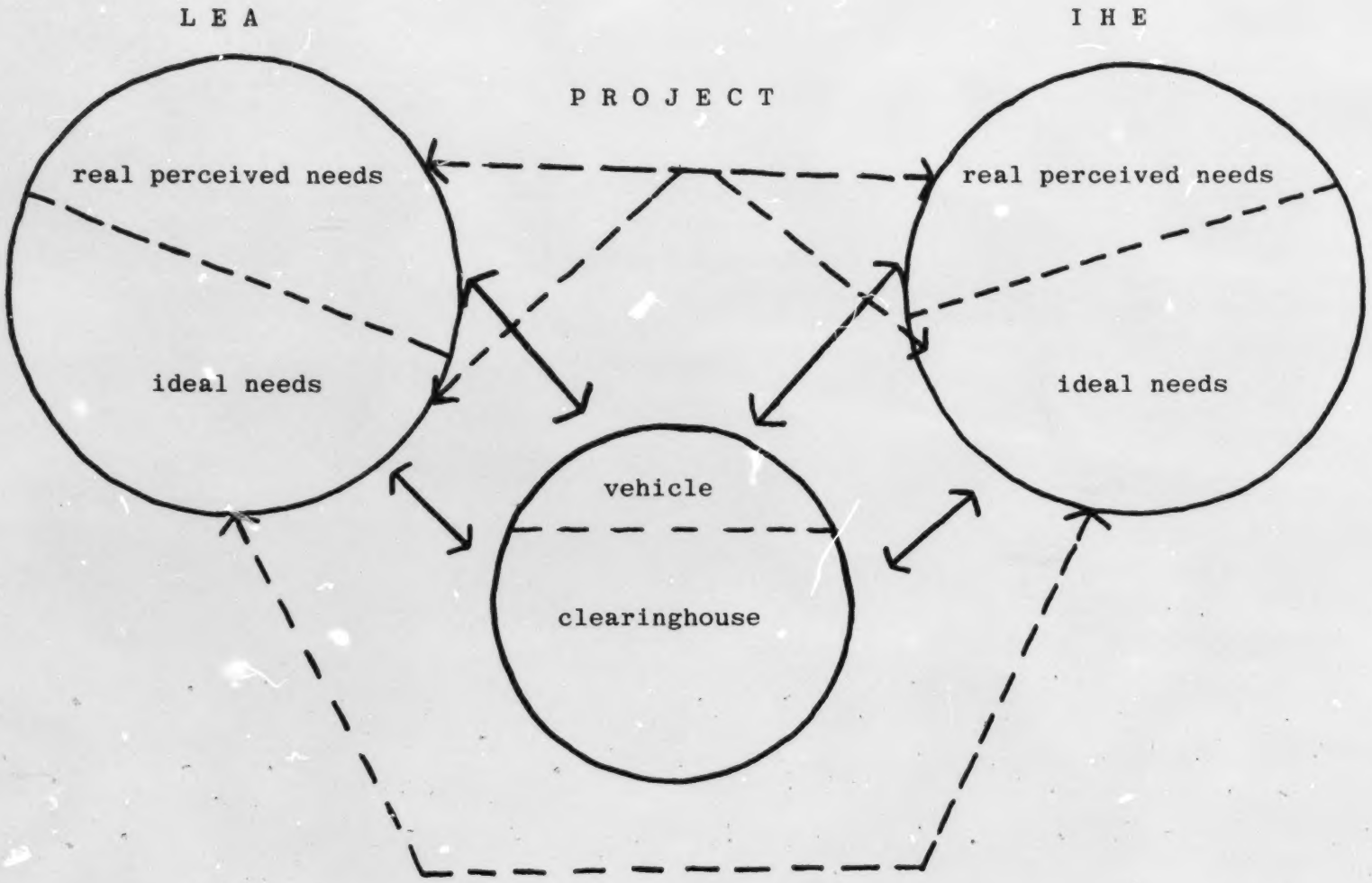
9) Teachers select areas of concern, have the opportunity to work together (if cooperative planning is involved), and can discuss implementation and evaluation with the specialist.

The model based upon this concept of inservice is given below. The solid lines represent the project's roles in connecting IHE and LEA. The dotted lines, of course, represent what is called institutionalized networks which are the survival of project schemes once the project is ended.

The model is being used as the representation for the inservice aspects of the project, and as a general paradigm for the position of the project within the preexisting IHE and LEA. One primary example of its use is the needs assessment, which combines items on perceived needs and ideal needs. The coordination of this assessment with project conceptions of school climate are apparent.

Further use of the model will result from the project's participation in the Center for New School's Cluster Effort.

This program brings projects together to create theoretical and practical positions on one of four themes. Cluster IB, o which this project is a part, focuses on models for the relationship between IHE and LEA. The three aspects of this relationship which the cluster is addressing are: changing attitudes of IHE faculty to collaborate work with LEA staff; developing an organizational structure to foster collaboration; and promoting collaboration itself as a response to LEA and IHE needs.


L E A
I H E
P R O J E C T
real perceived needs
real perceived needs
ideal needs
ideal needs
vehicle
clearinghouse